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ABSTRACT

The purposes of this paper are to clarify the concept of international education, expand the understanding of the role of social studies in children's and young people's international education, and enhance awareness of desirable curriculum. Three questions are discussed: how should international education be defined, what contributions should and can social studies make to international education, and what types of curriculum are needed to enhance the contribution. According to Unesco's 1974 recommendation on International Education, international education should be viewed as education for responsible citizen involvement and effective participation in global society. It is believed that social studies should contribute to students' international education in developing students' capacities to perceive and understand their involvement in global society, make judgments and decisions about world affairs, and exert influence in world affairs. Some specific ways in which social studies can develop these three capacities are indicated. Approaches and instructional materials are noted for several areas of instruction: history, geography and environmental studies, the social and behavioral sciences, and civics. Examples of curriculum materials and programs that illustrate the desired approaches are provided for each area. (Author/ND)

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Working Paper

The Role of Social Studies in the International Education of Children and Young People

by

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SUMMARY

This paper briefly examines the role of social studies in the international education of children and young people. The discussion focuses on three questions:

1) How shall international education be defined?
2) What contributions should and can social studies make to international education?
3) What types of curriculum are needed in order to enhance social studies contribution to international education?

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The Role of Social Studies in the International Education of Children and Young People

I

Introduction

This paper briefly examines the role of social studies in the international education of children and young people. The discussion is organized around three questions:

How should international education be defined?

What contributions should and can social studies make to international education?

What types of curriculum are needed in order to enhance social studies' contribution to international education?

We do not pretend to offer final or definitive answers to these complex and difficult questions. To the contrary, this is a working paper designed to stimulate a transnational discussion. We are confident that out of this discussion will come a clarified concept of international education, an expanded understanding of the role of social studies in children's and young people's international education, and an enhanced awareness of desirable curriculum.

II

How Should International Education Be Defined?

It seems appropriate and necessary to begin a discussion of the role of social studies in international education with some commentary on the meaning of international education. This would not be needed if

schools operated with a well-developed and adequate concept of international education. We do not believe that this is the case in most schools.

A survey of curriculum guidelines, teaching materials, and approaches used in many schools indicates that much of world affairs education is grounded in one of two operational definitions of international education. One conception equates international education with the study of foreign peoples and cultures. The other conception equates international education with the study of the foreign policies and international relations of national governments.

These conceptions of international education are not inaccurate. Obviously, international education involves students in one society studying about the geography, history, and culture of people living in other societies. It is also obvious that international education involves the study of the foreign policies and the international relations of nation states.

Our conception of things can be correct, however, and at the same time be incomplete or inadequate. These two prevailing conceptions of international education appear to be a case in point. In our judgment, both of the prevailing conceptions of international education suffer from a serious weakness. Neither conception provides the kind of conceptual foundation that is required for developing educational programs and policies capable of realizing the objectives set forth in the Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms adopted by the UNESCO General Conference at its eighteenth session in 1974, hereafter referred to as the UNESCO Recommendation on International Education. Those are:

- an international dimension and a global perspective in education at all levels and in all its forms;
- understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- awareness of the increasing global interdependence between peoples and nations;
- abilities to communicate with others;
- awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- understanding of the necessity for international solidarity and cooperation;
- readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.[1]

The first conception -- international education as the study of foreign societies and cultures -- suffers from at least three deficiencies as judged against these goals or objectives. In the first place, this conception of international education builds a "we-they" or "us-them" dichotomy into the heart of the educational enterprise. This reinforces students' tendencies to perceive the world in ethnocentric terms and to stereotype other societies and cultures. U Thant has stated "there has been nothing more dangerous and more damaging in human history than the claim of exclusiveness."[2] Needless to say, this runs directly counter to the development of an understanding and respect for all peoples, their cultures, civilizations, values and ways of life.

Secondly, this view of international education obscures the degree to which the study of one's own community and nation have important international dimensions. Thus, it detracts from efforts to build an

international dimension and global perspective into all of education.

Thirdly, and perhaps most importantly, the concept of international education as education about foreign peoples and cultures obscures the global character of human experience in the contemporary world. One of the most visible hallmarks of our time is the historically unprecedented scale and degree of human interdependence at the global level. The earth has ceased to be a piece of cosmic real estate on whose surface live relatively scattered, autonomous and isolated groups of Homo sapiens. As Robert Harper observes, "Throughout most of history, mankind did exist in separate, almost isolated cultural islands ... now most of humanity is part of a single worldwide system."[3]

The "systemness," the "unity," the "oneness," of the modern world is evidenced in a wide variety of ways. It is witnessed in the interpenetration of international and domestic systems with the consequent erradication of boundaries between domestic and foreign affairs. It is witnessed in the rapidly expanding volume of private or non-governmental transactions among nations. It is seen in the growing number of both governmental and non-governmental transnational organizations. It is manifest in the developing web of military, economic, political, and ecological interdependencies. It is seen in the convergence of social organizations and technologies in the world's large scale, mass societies. And it is evidenced in the internationalization of the most contemporary social problems, including the management of violence, the control of disease, the maintenance of environmental health, and the promotion of economic well-being, social justice, and human rights.

Inherent in the emergence of a world system are far-reaching implications for the way children and young people are taught about the world. Perhaps these implications can best be understood by noting that in the study of any phenomena, one can focus either upon the parts or upon the whole. For instance, we can study a forest or we can study the individual trees that make up a forest. We can study homes or neighborhoods, flowers or gardens, rocks or the quarry. The choices we make are a function of our purposes. If our aim is to understand trees as such, then we need pay little or no attention to whether the trees are parts of a forest. On the other hand, if our purpose is to understand a forest, then we must also study trees; but in this case the parts must be studied in the context of a larger whole.

The emergence of a world system makes this matter of the parts and the whole a critical issue in thinking about international education. What is the kind and quality of international understanding that we wish to develop in students? Do we wish to simply develop some knowledge of the world's different regions, societies, and cultures, or do we want to develop some understanding of the world as a totality, of the world as a global system? In our judgment, we believe the latter should be our goal. We believe that the task of developing international understanding is a matter of "transmitting to the next generation a rich image of the 'total earth.'"[4] If this is the case, then the conception of international education as education about foreign societies and cultures is inadequate for the task, for it obscures the fact that all of humanity is part of a planet-wide system.

Because of this, instruction based on this conception of international education can fail to develop a student's awareness of the increasing global interdependence between peoples and nations. Moreover, such instruction can fail to enhance a student's understanding of the necessity for international solidarity and cooperation.

Now let us briefly turn to the other prevailing conception of international education that was referred to above; namely, the notion of international education as education about the foreign policies and international relations of the governments of nation states. In our opinion, this conception of international education also suffers from a serious defect because it obscures the actual and potential involvement of individual citizens in world affairs. By focusing almost exclusive attention on the international behavior of national governmental officials, this conception fails to illuminate many facts about international life that it is important for future citizens to understand. For example, it obscures the fact that many sub-national governments, such as the governments of states, provinces, and cities, are involved in transnational relations. More importantly, it obscures the fact that countless non-governmental groups are deeply involved in international affairs. These include religious groups, business organizations, labor unions, educational institutions, families, scientific and professional associations, and cultural organizations, to name but a few. Also, it obscures the activities and work of the many organizations in the U.N. family including UNESCO itself.

By obscuring these aspects of international life in the modern world, the concept of international education as education about the foreign policies and the international relations of national governments fails to provide individuals with an awareness and understanding of the many ways they are and can be involved in transnational processes, institutions, and problems.[5]

We feel that this is very unfortunate. In our judgment, international education must be education for international action and citizen involvement in world affairs if it is to achieve three of the most important goals set forth in the UNESCO Recommendation on International Education. These are: the development of abilities to communicate with others; the development of an awareness of rights and duties of individuals, of social groups, and of nations toward one another; and the development of readiness on the part of the individual to participate in solving the problems of his community, his country, and the world at large.

So far we have noted that international studies in most schools appear to rest on one of two widely prevailing conceptions of international education. One equates international education with the study of foreign societies, and the other equates international education with the study of the foreign policies and international relations of national governments. We have argued that neither of these conceptions provides the kind of conceptual foundation for international education that is needed in order to realize the goals and objectives of the UNESCO Recommendation on International Education.

We now turn to the question of what might be a satisfactory or adequate conception of international education. It seems to us that we might usefully view international education as education for responsible citizen involvement and effective participation in global society. Space does not allow us to elaborate or explicate this conception. Nor does it permit us to develop a rationale for this view. We shall simply conclude our discussion of the meaning of international education by noting that the conception we have put forward appears to provide a sound conceptual foundation on which to develop programs and to design policies aimed at furthering the guiding principles of educational policy set forth in the UNESCO Recommendation on International Education.

III

What Contributions Should and Can Social Studies Make to Students in International Education?

The last section posed the question: How should international education be defined? In response, we suggested that it may be useful to conceive of international education as education for responsible citizen involvement and effective participation in global society. We now turn to a second question: What contribution should and can social studies make to the international education of children and young people?

We believe social studies should contribute to students' international education in three major ways:

Social studies should develop students' capacities to perceive and understand their involvement in global society.

Social studies should develop students' capacities to make judgments and decisions about world affairs.

Social studies should develop students' capacities to exert influence in world affairs.

Developing Students' Capacities to Perceive and Understand their Involvement in Global Society

Individuals are involved in global society ecologically, biologically, and culturally. We are involved ecologically because each of us is a part of the earth's biosphere. We are dependent upon our planet's air, water, land, plant, animal and energy resources, and we are influenced by the earth's geography. We are biologically linked to global society because we are members of a single, common species of life and hence share with all of humanity common physical traits, common needs, and common life experiences. We are culturally involved in global society because each of us is related to technologies, institutions and processes, languages, and beliefs which link us, our communities, and our nations to people, communities and nations elsewhere in the world. Through these cultural linkages, we influence the lives of people elsewhere in the world and they in turn influence our lives. These facts suggest three ways in which social studies can help to develop students' capacities to perceive and understand their involvement in global society.

First, social studies can develop students' understandings of themselves as inhabitants of Earth. This can be done by providing students with (a) knowledge about the ways they and other humans depend upon the earth's biosphere; (b) knowledge about the ways in which human

activities effect our life support system; (c) knowledge about the international character of major environmental health and energy resource problems confronting humankind; and, (d) knowledge about the ways in which our planet's physical and cultural geography influences human behavior.

Second, social studies can develop students' understandings of themselves as members of the human species. This can be done by providing students with: (a) knowledge about how they and other human beings are both similar to and different from other animals; (b) knowledge about commonalities in the physical traits, in the biological and psychological needs, and in the life experiences of all human beings; (c) knowledge about the nature of culture as a pan-human phenomena, together with knowledge about geographical variations and historical changes in human culture; and, (d) knowledge about the major events and long-term trends in the global history of the human species which substantially shape the contemporary human condition.

Three, social studies can develop students' understandings of how they are culturally linked to people living elsewhere in the world. This can be done by providing students with: (a) knowledge about the technologies, the social institutions and processes, the languages, and the beliefs that link them, their communities, and their nations to people, communities, and nations elsewhere in the world; (b) knowledge about the ways in which their own lives, their communities, and their societies have been influenced and are shaped by these cultural linkages; and, (c) knowledge about the ways in which they and other people in their nation effect and influence the lives of people in other societies through these cultural linkages.

Developing Students' Capacities to Make Judgments and Decisions about World Affairs

All of us must make judgments and decisions about world affairs. Given the rapid and extensive change characteristic of world affairs in the modern world, it is impossible to predict with any precision the specific kinds of judgments students will have to make when they become adult citizens, and we certainly cannot prescribe what judgments they should make in the future. But social studies can do a great deal to enhance or expand students' abilities or capacities to make "humane" judgments and "good" decisions. We believe social studies can contribute to students' judgment- and decision-making capabilities in several specific ways.

First, social studies can reduce students' tendencies to perceive and to think of the world egocentrically. It can do this by developing what Robert Harvey has called "perspective consciousness." This is "the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own."[6]

Second, social studies can reduce students' tendencies to perceive and think of the world ethnocentrically. It can do this by developing a student's cross-cultural awareness. This includes an awareness of how human culture varies both between and within societies, awareness of how others view the student's own culture, and an ability to empathetically understand ways of life different from one's own.

Third, social studies can develop students' capacities to critically process and analyze information about world affairs. It can do this by developing students' skills in comparing, inferring, hypothesizing, conceptualizing, classifying, imagining, and evaluating.

Fourth, social studies can develop students' abilities to think about human activities in a global and systemic way. It can do this by developing the student's awareness that in an interdependent world, many human activities have global consequences, that these consequences have multiple implications for oneself and others, and that a given activity is likely to affect the lives of different people in different ways.

Developing Students' Capacities to Exert Influence in World Affairs

So far we have spoken of two contributions social studies should and can make to the international education of students. Now we turn to a third kind of contribution. This is the enhancement of the capacity of individuals to exert influence over international processes and problems that affect their lives and the lives of others.

This aspect of international education has been largely ignored by the literature in the field. In our opinion, this is very unfortunate. In a global age where worldwide interdependence makes itself felt in the daily lives of most human beings, it is critical that individuals learn how they might exercise some measure of control and influence over the public affairs of global society, as well as over the public affairs of their local communities and nations. There appear to be at least three ways in which social studies can enhance future citizens' capacities to

exert influence in world affairs.

First, social studies can expand a student's awareness of the choices confronting individuals, nations and the human species in respect to matters that critically affect the survival and welfare of humankind. These include choices relating to the perpetuation of the war system, to population growth, to inequalities in the distribution of the world's wealth and resources, to the control of technology, and to the protection of the earth's biosphere.

Second, social studies can develop a student's knowledge of the ways he or she can potentially exercise influence in world affairs. This includes knowledge of the actions individuals can take as individuals, knowledge of how individuals can work through private groups and organizations, knowledge of how individuals can participate in the activities or influence the policies of international agencies, and knowledge of how individuals can exercise influence over the foreign policies of their governments.

Third, social studies can promote the growth of skills and motivations needed to participate in world affairs. This can be done by providing students with opportunities and incentives to become involved in transnational activities and to participate in community affairs and action programs designed to enhance human welfare and social justice.

Summary: In this section we have briefly addressed the questions of what contributions should and can social studies make to the student's international education? We have done two things in response to this

question. First, we have argued that social studies should contribute to international education in three primary ways: by developing students' capacities to perceive and understand their involvement in global society, by developing students' capacities to make judgments and decisions about world affairs, and by developing students' capacities to exert influences in world affairs. Secondly, we have indicated some specific ways in which social studies can develop these three capacities.

IV

What Types of Curriculum are Needed in Social Studies?

So far we have set forth a conception of international education, and we have indicated the kinds of contributions that we believe social studies should and can make to students' international education. Whether social studies will actually make these contributions depends in large measure upon the quality of the curriculum to which students are exposed. Hence, we now turn our attention to the question: <u>What types of curriculum are needed in order for social studies to make the kinds of contributions to students' international education that were outlined in the last section?</u>

In discussing this question, we shall indicate the kinds of approaches and instructional materials that we believe are needed in each of several areas of instruction customarily associated with social studies -- history, geography, the social and behavioral sciences, and civics. In each area we shall cite one or more examples of curriculum materials or programs that we feel illustrate desirable approaches. It should be stressed that our

examples are simply illustrations. Also, it should be noted that our sampling is biased in favor of materials we know best; namely, materials in the English language, and even more narrowly, materials developed in the United States of America. We realize that many other examples from other countries can be cited. We apologize for this parochialism, but are confident it will be overcome by the information, ideas and knowledge of exemplar programs and practices that the participants from other countries bring to the Conference.

History

The importance of history is well documented, and its place in the social studies curriculum is firmly established. But, of course, not all history education makes an equally valuable contribution to the development of students' international understanding. To the contrary, some kinds of history are destructive to international understanding. Thus, one can appropriately ask: What particular approaches to the study of history are desirable and important?

To begin with, we believe that a global approach to world history is critical. Global approaches to world history are characterized by an effort to view and treat the history of humankind from a global perspective or world-centered frame of reference. This is to be contrasted to histories of the world written from the perspective of particular nations, regions, or cultures. One historian has described a global perspective in the following manner:

> It means the perspective of an observer perched on the moon rather than ensconced in London or Paris or Washington. It means that for every period of history, we are interested in events and movements of global rather than regional or national significance. More specifically, it means the realization that in the classical period Han China was the equal of the Roman Empire in every respect; that in the medieval period the Mongols were infinitely more significant than the Magna Carta; that in early modern times Russia's expansion overland and Western Europe's expansion overseas were likewise more noteworthy than the Reformation or the Wars of Religion; and that today the globally significant developments have to do not with . . . the passing of Western hegemony and the reversion to the traditional autonomy of the regions of the world.[7]

The reasons we feel that a global approach to world history is critical are probably obvious. A state or region-centric perspective on the history of the world can readily reinforce students' ethnocentrism. In contrast, a global approach enables students to develop a respect for other peoples and cultures. Also it can help students develop an understanding of themselves as members of the human species and thus contribute to their awareness and understanding of their participation in global society.

Needless to say, the development of truly global world histories is a very difficult undertaking. But fortunately there are some examples that point to the direction in which we should be moving. Notable among such efforts is UNESCO's six volume Study of Mankind.[8] Other examples are to be found in A Global History[9] by L. S. Stavrianos; the Ecumene: Story of Humanity,[10] by William H. McNeil; and The Human Experience,[11] by David Weitzman and Richard Gross.

In addition to globally focused world history, we believe that good comparative national and regional history can make a significant contribution

to students' international education. The comparative approach seeks to go beyond the study of only one nation or region and identifies crucial concepts or ideas that are common to two or more nations, cultures, or peoples, and to analyze these in sufficient depth so that students gain some competence in applying the concept more widely. For example, the comparative study of revolution should help students to better understand the nature of revolutionary changes in a number of societies and periods of history.

Properly used, the comparative approach to the study of history can be a powerful tool in advancing a student's international education. It can highlight commonalities in humankind's social experience and in the historical development of societies. In this way, the comparative approach, like a global approach to history, can serve to expand students' understanding of the human species qua species. It can also serve to advance a student's international understanding by reducing his or her ethnocentrism. Students can come to see that the history of their own nation or region is not absolutely unique, and that the histories of other nations and regions are not absolutely foreign. To the contrary, students can learn to recognize similarities, parallels and analogies in the histories of different peoples. A comparative approach to history seems particularly valuable in developing the student's understanding of certain topics of special interest to UNESCO. These include the historical development of human rights and the problems of economic development and social justice.[12]

So far we have argued that globally focused world history and comparative national and regional histories serve to advance a student's international education. The same is true of what might be called "internationalized history." By this we mean studies of particular historical topics through which students are exposed to the way in which these subjects are treated in other nations. For example, students in the U.S. can study excerpts from history books used in other nations dealing with topics traditionally studied in U.S. history; e.g., the American Revolution or the Civil War. As Others See Us[13] and Verdict on America[14] are examples of this approach as applied to United States history.

"Internationalized history" helps students to learn to detect national biases, including their own. Hence, this approach can contribute to the development of students' judgment-making skills as well as reduce their ethnocentrism and expand their awareness of alternative perspectives.

What is covered in the study of history is also important to the student's international education. All too frequently, school history stresses war to the virtual exclusion of the study of peaceful relations and collaborative activities among nations. In our judgment, "peace studies" should and can be infused into the study of history.

The preoccupation with wars is perhaps a manifestation of a more general tendency in historical studies within schools. This is a tendency to concentrate on the military and political relations among

nations to the exclusion of other dimensions of the relations among societies. To realize its potential contribution to international understanding, history should sensitize students to the ways in which the lives of ordinary citizens are influenced by processes of cultural diffusion among societies. This requires that proper attention be paid to the international dimension of cultural history, including studies of the international diffusion of technologies, languages, beliefs, and institutions.

In conclusion, let us note two final matters. We believe it is important that the study of history in schools provide students with some acquaintance with the historical roots and development of contemporary global problems. This requires topical studies focused on areas such as the history of warfare, the history of inequalities in the distribution of world wealth, the history of environmental pollution, and the history of population growth.

Closely related to this latter point is the matter of future studies. History need not be confined to studies of the past. The future is history as well as the past and the present. Thus, we believe curriculum supportive of sound international education will include a concern for alternative futures.

Future studies seem particularly valuable in helping students to develop their capacities to make judgments and decisions and to exercise influence in world affairs. Future studies treat human behavior as a process of continuous creation and highlight the need and possibility

of creative choice. There are several good examples of efforts that make use of approaches and techniques derived from future studies. Among these are Peacekeeping and the Struggle for Human Rights by Jack Fraenkel, Margaret Carter and Betty Reardon; The Cold War and Beyond by Lawrence Metcalf, Betty Reardon and Curtin Colby; and War Criminals, War Victims by Betty Reardon et. al.[15]

Geography and Environmental Studies

Understanding the relations between human beings, the natural environment, the man-made environment, and cultural patterns are important elements in efforts to understand human needs, human events and human ideas. UNESCO's "Man and Biosphere Programme" as well as its recent emphasis on environment and the quality of life highlight this concern. Geography, more than any of the other disciplines which nourish the social studies, focuses on these relationships. The concept of place is central to the concerns of geographers. The relation between persons and the physical environment they experience is an important factor in determining how they see the world. The nature of the environment experienced during childhood may well help shape the way one views the world as an adult. Geographers also seek to understand social forces in light of the impact of the physical environment on those forces. The effect of natural factors such as landscape, soil, and climate on patterns of living are also areas wherein geography contributes to our understanding of the world.

New patterns of worldwide interconnectedness most apparent in the widespread use of the same technology by peoples everywhere and the patterns of resource use are sparking new developments in geography as in the other social sciences. While life in villages and isolated areas of the world may seem to have changed little over the centuries, no community, however locally based, is completely isolated from contacts with the worldwide interconnected system. Tea, coffee, firearms, transistor radios, doctors, scientists, and increasingly television, enter even the most isolated communities.

All of this, we believe, points to the type of curriculum needed in the area of geography. All too often school geography treats the world as if it were a collection of self-contained and isolated nations and regions. As in the case of history, in geography the need is for a global approach. Robert Harper has made the point well:

> . . . the whole world is more important than its parts. It is understanding of the world-wide system of humanity living on the earth that we want the student to grasp, not just an understanding of the parts -- the regions that have been the center of the geographer's attention. The important thing is to see how it fits into the larger world system.
>
> This calls for a whole new approach in geography. No longer can we study the United States just in terms of learning its own characteristics and of comparing those characteristics with those of other parts of the . . . world with the aim of seeing similarities and differences. We must now see the United States as part of the world-wide system of ideas, goods and peoples.
>
> Of course, to understand the world as a whole, we must scrutinize the parts, but the aim is always to see the part in the context of the bigger whole.[16]

A global approach to the study of the earth's geography, like a global approach to the study of the earth's history, makes a major contribution to a student's international education in that it can sensitize him to his relationship to the earth's biosphere and to the nature and scope of his ecological and cultural linkage to the world beyond the boundaries of his own community and nation. One example of an effort to develop globally-oriented world geography materials is Between Two Worlds by Robert Harper.[17]

Environmental studies are related to geography but are separate subjects of study in many schools. Frequently these are interdisciplinary programs linking the social sciences and the sciences, particularly ecology and biology. They tend to focus upon ecological problems such as air, water, and noise pollution, solid waste disposal, and population growth.

Environmental studies can make significant contributions to students' international education by developing their understanding of human/natural environment relationships and by developing students' awareness and comprehension of environmental problems confronting humankind, as well as with a sense of ecological responsibility.[18]

Unfortunately, environmental studies sometimes focus exclusively upon environmental problems within the context of the students' own communities or nations and fail to highlight the international dimensions of these problems. We believe that much can be done to overcome these weaknesses. Three specific things seem to be particularly important.

First, there is a need in environmental studies to treat the natural environment as a single, planet-wide system. Second, there is a need for international comparative studies in which students in one nation join students in one or more other nations in collaborative studies and action projects focused on common environmental problems. Third, there is a need to stress that the amelioration of major environmental problems, let alone their solution, is dependent upon actions taken at the international level as well as at the local and national levels. If these three needs can be met in an environmental studies curriculum, this area of social studies can become one of the most potent means towards developing students' understanding of the necessity for international solidarity and cooperation.

Social and Behavioral Sciences

History and geography are the mainstays of the social studies curricula of most nations. However, in many nations, the social and behavioral sciences are beginning to assume a significant role in the social education of children and young people. By social and behavioral sciences we are referring to disciplines such as economics, political science, anthropology, sociology, and psychology, whether these be taught as separate subjects or as parts of an interdisciplinary program. These social and behavioral sciences, of course, often incorporate elements from history and geography as well.

In our judgment there are at least three major contributions to international education to be made by the social and behavioral sciences

within elementary and secondary schools. To begin with, the social and behavioral sciences are a potent means of developing a student's understanding of the nature of the human species. Man: A Course of Study[19] is a good example of a social studies program that does this. This is a comprehensive set of films, readings, simulations, and other activities designed to help children gain a better understanding of what it means to be human. It seeks to answer three basic questions: What does it mean to be human? How did we become human? And how can Man become more human? Another example is an elementary social studies program entitled Windows on Our World.[20] This program is organized around four major purposes: the development of children's understanding of what it means to be an individual, a member of many groups, a human being, and an inhabitant of Earth. The UNESCO project described in the publication "An Experience Centered Curriculum,"[21] with its emphasis on exploring human behavior and the similarities and differences among individuals from different cultures, nations and social economic circumstances, is another example of resources which enable social studies teachers to contribute to this aspect of international understanding.

In addition to promoting a generalized understanding of the human species, the social and behavioral sciences can develop a student's understanding of specific human behaviors of central relevance to international education. The following are a few examples of instructional materials that do this. Perception/Misperception: China/U.S.A.,[22] by David King, is a series of filmstrips and role-playing exercises dealing

with the psychology of misperception in international relations set in the context of the history of United States-China relations. It attempts to reduce stereotyping and an ethnocentric condemnation of other culture. Simulating Social Conflict,[23] prepared by the Sociological Resources for the Social Studies, introduces students to the study of social conflict ranging from international tensions to labor/management disputes. Patterns of Human Conflict,[24] by David King, is a set of filmstrips intended to develop students' understanding of the nature of conflict, to enhance their awareness of the causes of conflict, and to consider methods of conflict resolution.

The social and behavioral sciences, particularly within an interdisciplinary or multi-disciplinary context, are also useful in developing students' comprehension of international social problems.

Civic Education

Civic or citizenship education is another aspect of social studies that can contribute significantly to students' international education. At times, civic education fails to do this, of course. When civic education is simply an exercise in the glorification of the virtues of one's own nation state, it detracts from rather than contributes to students' international understanding. Fortunately, civic education can be more than this as is demonstrated by several innovative trends in this field.[25]

One of the major roles civic education can play in students' international education is in the developmentof analytical abilities

and moral reasoning skills. Citizen Decision-Making Materials,[26] by Richard Remy and Roger LeRaus, is one example of the type of curriculum that does that at the elementary school level. At the secondary level, examples include, Public Issues Series,[27] by Donald Oliver and Fred Newmann; Teaching Public Issues in High School,[28] by Donald Oliver and James Shaver; The Analysis of Public Issues Programs,[29] by James Shaver and Guy Larkins; and Comparing Political Experiences,[30] by Judith Gillespie, John Patrick, and Stuart Lazarus.

Civic instruction can also contribute to international education by developing students' skills in exerting influence over public affairs. Such efforts generally require that careful attention be paid to school-community relations, an area of emphasis in the UNESCO Associated Schools Project.[31] Unhappily, much of civic curriculum fails to do this. However, there are a few curriculum development efforts that illustrate the type of curriculum that is needed if students are to learn how to participate responsibly and effectively in the political life of their communities, their nation, and the world at large. Examples include, Comparing Political Experiences, noted above, and the type of program outlined by Fred Newmann in Education for Citizen Action: Challenge for Secondary Curriculum.[32]

Civics is also an appropriate area for dealing with the several substantive topics of special concern to the UNESCO Recommendation on International Education--international understanding, cooperation, peace and human rights. There is a still small but rapidly growing body of curriculum materials dealing with these topics. Judith Torney, ThomasBuergenthal, and Richard Fogg

have provided a good review of many of these materials in a forthcoming book, entitled Introduction to International Human Rights and International Education,[33] to be published under the auspices of the U.S. National Commission for UNESCO. Among those materials reviewed that have not been mentioned previously in this paper are:

Peacemaking: A Guide to Conflict Resolution for Individuals, Groups, and Nations,[34] by Barbara Stanford.

The Limits of War; Revolution and World Politics; Organizations Among Nations; and Diplomacy and International Law; in the Public Issues Series[35] by Donald Oliver and Fred Newmann.

Learning about Peoples and Cultures,[36] by Seymour Fersh.

War and War Prevention,[37] by Joseph and Roberta Moore.

World Order,[38] by Byron Massialas and Jack Zevin.

Gandhi,[39] by Daniel Birch and D. Ian Allen.

Summary

In this section we have discussed some of the types of curriculum needed to strengthen the role of social studies in students' international education. We have cited examples of instructional materials and approaches that illustrate the kinds of curriculum that we feel are needed. We believe there is a need for instructional materials and approaches that contribute to:

A. The development of students' capacities to perceive and understand their involvement in global society, including materials that emphasize:

   1. globally focused world history
   2. comparative national and regional history
   3. historical topics treated from the perspectives of different nations

4. "peace studies" and studies of cooperation and collaboration as well as studies of conflict and competition

5. cultural diffusion as it influences the lives of ordinary citizens

6. new patterns of interconnectedness, the media, technology, trade

7. ecological and cultural linkages to the world beyond the boundaries of the students' own communities and nations

8. the natural environment as a planetary system

9. humankind as a single species

10. the rights and responsibilities of all human beings

B. The development of students' capacities to make judgments and decisions about world affairs, including materials that emphasize:

1. awareness of the nature and the historical roots of contemporary social issues

2. reducing ethnocentrism

3. the recognition of similarities, parallels and analogies on the histories and experiences of different nations and peoples

4. an awareness of alternative perspectives and choices

5. new patterns of interconnectedness

6. sense of ecological responsibility

7. recognition of the role of stereotyping and perception in decision-making

8. comparative and conceptual thinking

C. The development of students' capacities to exert influence in world affairs, including materials that:

1. create awareness of patterns of world-wide interconnectedness, linking peoples everywhere

2. emphasize the skills needed to participate in community affairs

3. identify social processes such as cooperation, conflict, negotiation, persuasion, violence, arbitration, collaboration

4. motivate students to participate

5. provide information about current global issues and problems

6. sensitize young people to the manner in which their actions affect the lives of others in other communities around the world and how actions taken elsewhere affect them

V

Conclusion

This paper has been an attempt to examine the role of social studies in the international education of children and young people. We have tried to do three things. First, we have set forth a conception of international education, arguing that it may be useful to conceive of international education as education for responsible citizen involvement and effective participation in global society. Second, we said that social studies should and can make three primary contributions to students' international education. These are: the development of students' capacities to perceive and understand their involvement in global society, the development of students' capacities to make judgments and decisions about world affairs, and the development of students' capacities to exert influence in world affairs. Third, we indicated the kind of curriculum in history, geography and environmental studies, the social and behavioral sciences, and in civics that appears to be conducive to the development of students' international education.

FOOTNOTES

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